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## STATE OF MONTANA THE GOVERNOR'S PILOT MANAGEMENT INTERN PROGRAM



- A State administered management training program
- A training program to facilitate upward mobility
- A creative use of IPA funds to accommodate management training needs

Further information on the program is available by writing to:

M. P. Estenson, Chief  
Employee Relations Bureau  
Personnel Division  
Department of Administration  
Mitchell Building  
Helena, Montana 59601  
(406) 449-3871

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STATE OF MONTANA  
THE GOVERNOR'S MANAGEMENT INTERN PROGRAM

In order to provide interested parties with more detailed information on Montana's Management Intern Program (M.I.P.) the following reports are contained in this package:

- The Governor's Pilot Management Intern Program

This was the original proposal for the M.I.P. Program and was used as a basis for the I.P.A. discretionary grant request.

- Management Intern Program Course Syllabus

This report details the curriculum for the first phase of training for the management interns, which was conducted by the consultants. In addition, class projects are identified and the resource people used in this phase of the training are enumerated.

- Management Intern Program Rotating Training

This report identifies the second phase of the training, which emphasized the centralized functions in State government and their effect on a state manager.

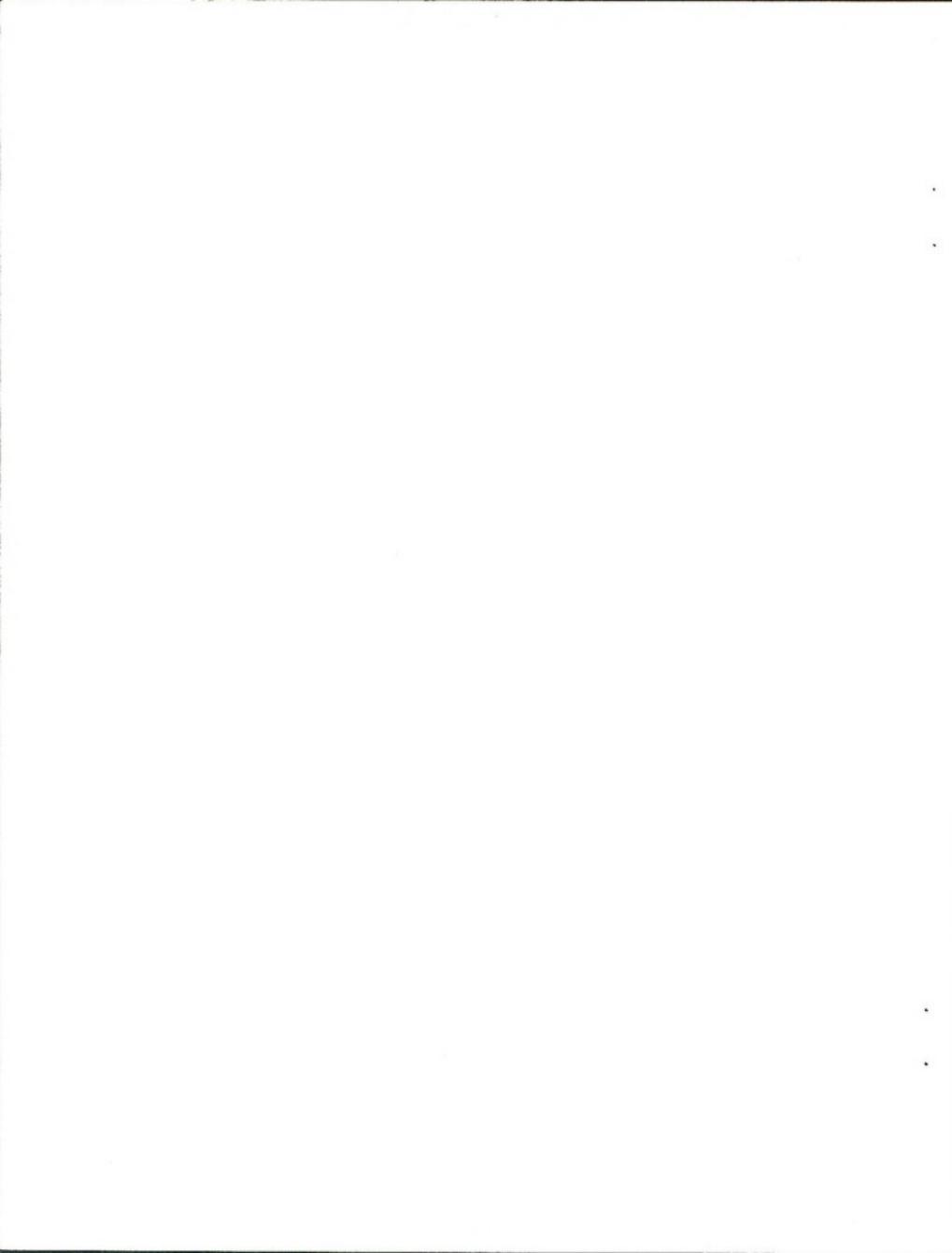
- State of Montana Management Intern Program Interim Report to Directors

This report was sent to Department Directors who had interns in the Program. The report summarizes the development of the M.I.P. and commented on the first phase of the intern's training.

Upon completion of the Management Intern Program, a comprehensive evaluation will be written and available upon request.

If there is need for clarification or further information on the Management Intern Program, please contact:

State Personnel Division  
Room 130, Mitchell Building  
Capitol Complex  
Helena, Montana 59601  
(406) 449-3871



STATE OF MONTANA

THE GOVERNOR'S  
PILOT MANAGEMENT INTERN PROGRAM  
(Revised March 7, 1978)

Submitted  
By The  
Employee Relations Bureau  
Personnel Division  
Department of Administration  
Mitchell Building  
449-3871

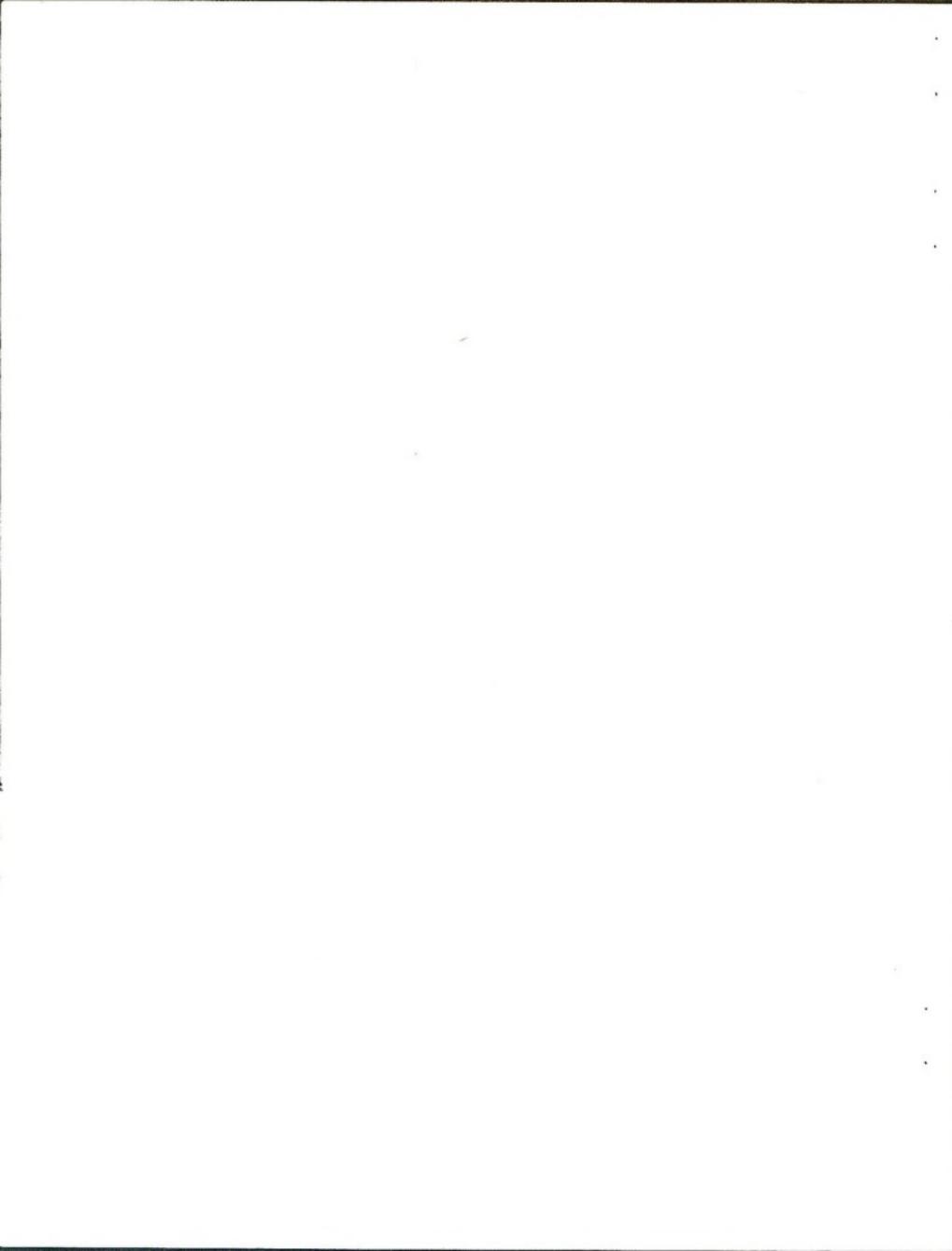
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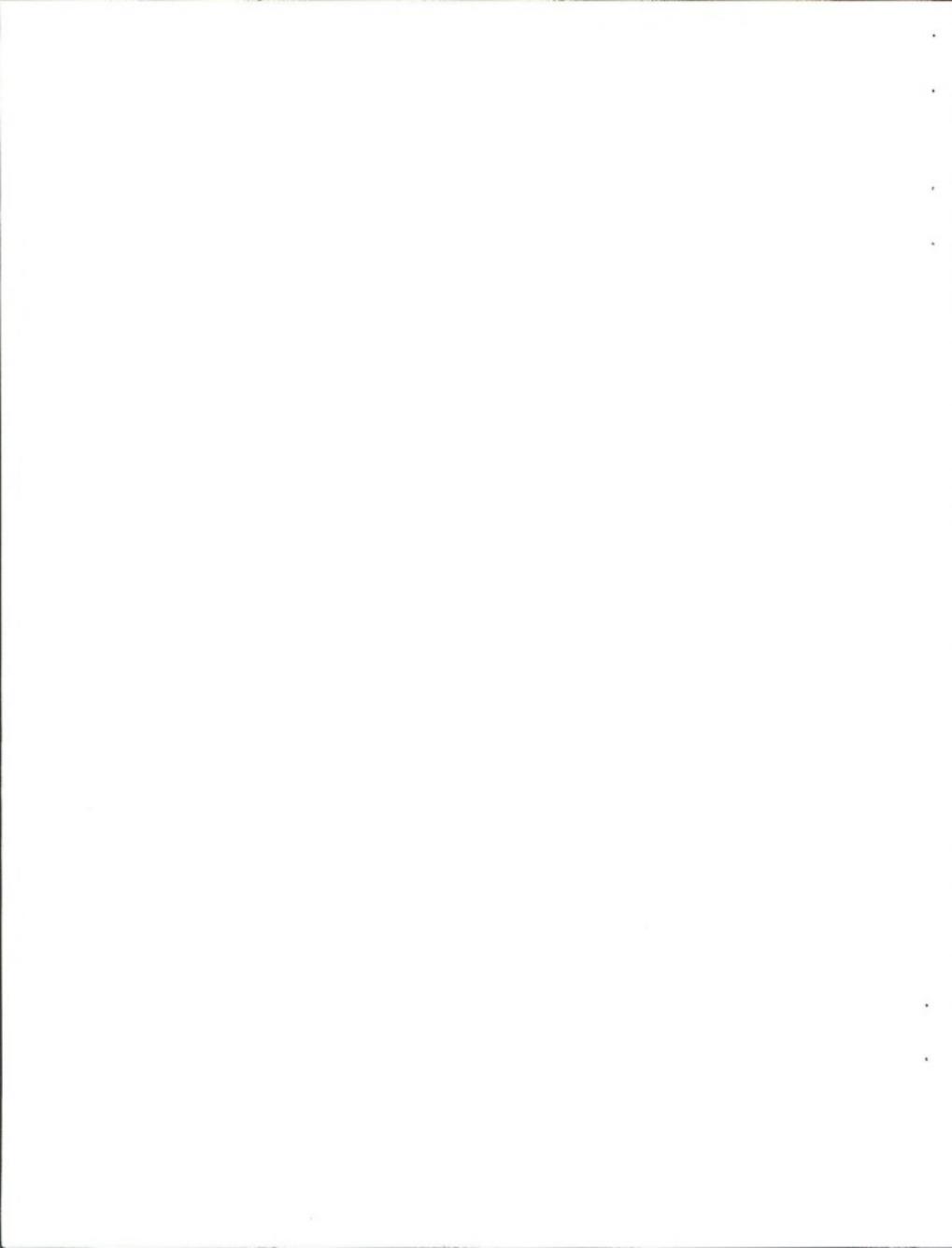
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Management Intern Program  
Table of Contents

	<u>Page</u>
Governor's Message	
I. Introduction . . . . .	1
II. Need . . . . .	2
III. Results and Benefits Expected . . . . .	3
IV. Classification and Pay. . . . .	4
V. Budget. . . . .	7
VI. Candidate Selection . . . . .	8
VII. Responsibilities. . . . .	10
Governor's Office	
Department	
Personnel Division	
VIII. Curriculum. . . . .	11
IX. Evaluation. . . . .	14
X. Timetable . . . . .	15



Governor's Message  
To His Cabinet

Some time ago, I sent you a letter urging support of a management training program for Division Administrators and Deputy Directors. My support is based on the belief that we owe efficient management to the people of Montana. Therefore, we must provide sufficient training to prepare our managers to effectively perform their management tasks.

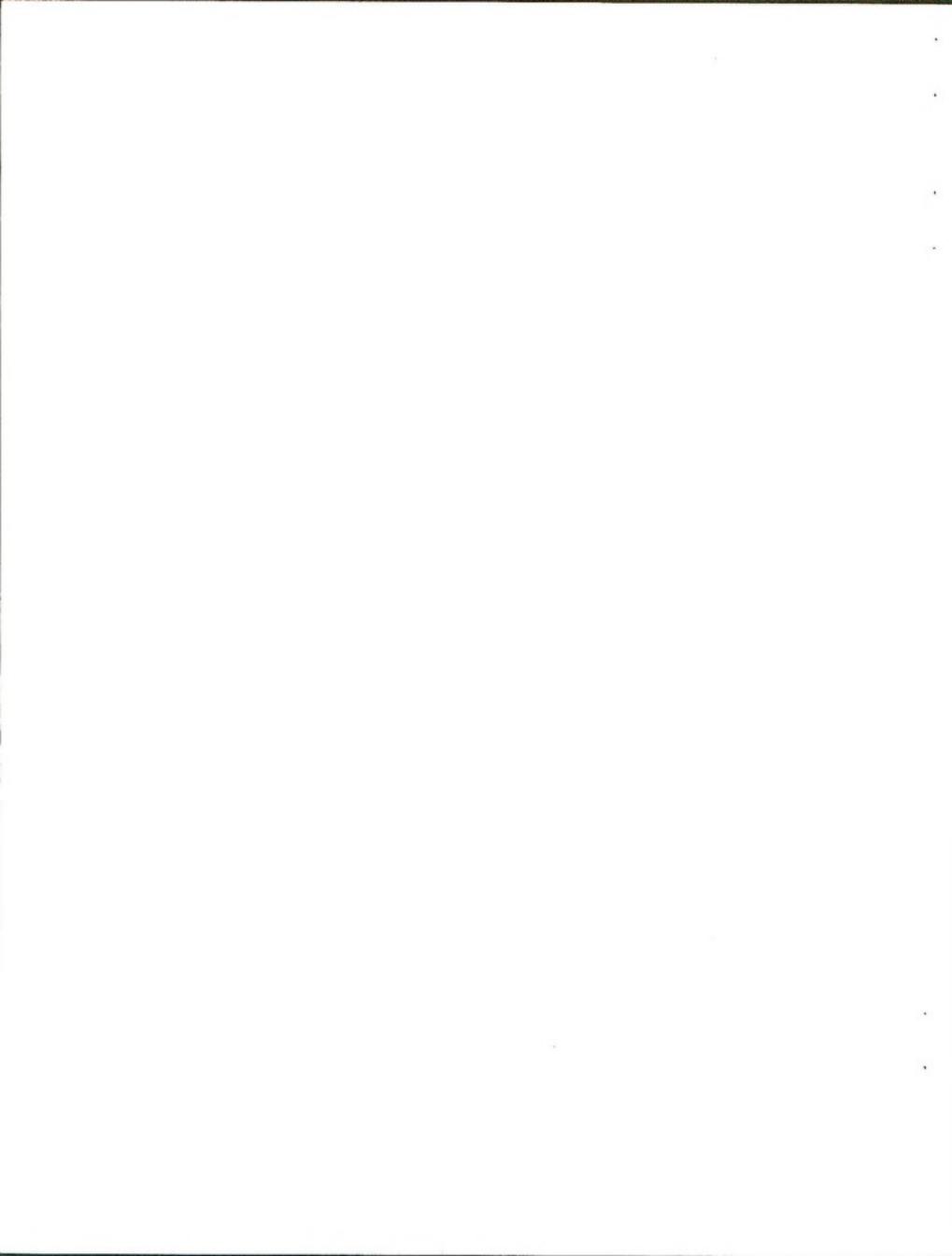
My interest in continuous training for existing managers and providing a nucleus of competent managers from which to draw as the need may arise has prompted me to request the Employee Relations Bureau, Personnel Division, to design and develop a Management Intern Program. This has been accomplished. The program description has been distributed to you. Please study the package carefully and direct any questions you may have to the Employee Relations Bureau.

I believe it is a good proposal and I ask that each one of you give this project your attention and full support. It is the kind of a program recommended by the ICCW (Interdepartmental Coordinating Committee for Women). This is an opportunity not only to develop more efficient managers, but to effectively practice affirmative action by encouraging the participation of women and minorities whose potential has gone undeveloped in the past.

Time is of the essence and it is essential that selection of MIP candidates be done fairly, thoroughly and promptly. The Personnel Division will be happy to provide technical assistance to you but most of the responsibility for preliminary candidate selection and identifying a management position is yours. Give it your best.

I shall closely watch with interest the progress of this project and ask that the Personnel Division keep me informed.

THOMAS L. JUDGE  
Governor



## I. INTRODUCTION

The Management Intern Program (MIP) is a "pilot" program, specifically designed to train potential candidates in the area of "mid to upper" level management. Approximately 20 to 25 persons will participate in the six month Program. Each intern will receive extensive training in the functions, principles and processes of management. This knowledge will equip the trainee to fill management positions. The course will be accredited through the University System, and eligible participants will be given the option of receiving continuing education units by paying the required fee. Development of the first Management Intern Program will immediately provide a talent source. It is not anticipated that future Management Intern Programs will include a guaranteed position, but will furnish a "management bank" from which to draw as managerial ability is required.

The MIP should not be viewed in isolation. It is but one element of a management package. Other components are being created to provide a total management development program.

The term "management position" is defined as one which is primarily responsible for participating in making decisions regarding allocation of personnel, budget, resources and/or setting policies for an agency.

The term "successful intern" is defined as one who, based on combined input of the agency head, course instructor and the Personnel Division, completes the six month training program and is prepared to assume a management position.

The term "unsuccessful intern" is defined as one who, based on combined input of the agency head, course instructor, Personnel Division and the candidate him/herself, fails for any reason to complete the six month training program and/or is not prepared to assume a management position.

The goal of the Program is to place 20 to 25 qualified employees in mid to upper level management positions (at least grade 15) by May 1, 1979.

Presently, no structured, in-depth program exists to identify potential management candidates or to develop those candidates as well-qualified replacements for current management incumbents when they retire or relocate. To alleviate this void and to assure continuity of effective management of the State's resources, the Management Intern Program has been developed.

Governor Judge has realized the need and expressed the importance of the Program by assuring participant funds through his Cabinet members and other necessary resources to which he might have access.

## II. NEED

The need for management training has been recognized by a large number of the State's incumbent managers. Computerized results from the Needs Assessment Survey, distributed to all departments last September, show a strong need for training in the management development areas of planning, staffing, directing, organizing, controlling and fiscal management. Also a tally of management oriented workshops offered by the Training Section of the Personnel Division indicates that State employees, through their attendance, are recognizing the need for developing and/or upgrading supervisory related skills.

While training "after the fact" is preferable to none, training experience in management and supervisory areas would more appropriately be made available "before the fact." Placing a competent trained manager in a management/supervisory capacity would assure better utilization of available resources and eliminate our frequent "management by crisis" situations.

While management development programs have been used, with success, in the private sector (Example: AT&T, IBM), governmental agencies are just beginning to explore their potential.

The management intern program is also needed to help develop Montana's own human resources and to provide its own employees with avenues for upward mobility. By increasing advancement opportunities, the management intern program will decrease talent drain out of the State, will help solve the motivation and morale problems associated with dead end employment, and will save dollars now used for outside talent searches.

In addition to the need for better suited, more qualified managers and more advancement opportunities for State employees, the MIP is also needed as part of the State's affirmative action efforts. It will provide an alternative avenue of advancement for those employees who may not have been afforded management opportunities in the past. (While the MIP is open to all, special recruitment efforts will be made for women and minorities).

### III. RESULTS AND BENEFITS EXPECTED

#### FOR THE STATE

The short range benefits of the MIP shall provide Departments with new managers who have received concentrated training in the functions, principles and processes of management as well as training particularized to the sponsoring Department. A combination of classroom and on-the-job training shall enable program graduates to effectively apply principles of good management to their new positions.

The long range program prospective shall promote improved staff motivation and morale and decrease talent drain by increasing advancement opportunities. Also, the MIP will reduce expenditures currently used for outside recruitment and shall facilitate the State's affirmative action plan.

As a result, both the Department benefits with trained personnel operating in management positions and the State benefits by having Departments cost-effectively managed.

#### FOR THE EMPLOYEE

The MIP shall provide the career-oriented employee with obtainable skills, training and experience to advance in management. This avenue of upward mobility for State employees with potential and desire to manage shall result in improved employee productivity, satisfaction and self-esteem.

#### FOR THE PUBLIC

The taxpayer's image of State operations shall be improved when increased efficiency and effectiveness are shown. By developing in-State resources, the result shall be more and better service to the taxpayer.

#### IV. CLASSIFICATION AND PAY

Candidates selected for the Program shall be classified as "Management Interns," grade 13, class code 169191. (See attached Class Specification.) Each Department will accomplish this personnel action through regular procedures with the Position Detail Form.

Classification will be effective at the onset of the initial training period, scheduled to commence May 1, 1978. The salary rate shall not be less than step 1 nor more than step 13, of grade 13. Compensation in pay and steps shall be made commensurable with the participant's current salary. For those participants currently receiving a salary beyond the maximum allowed, their salary shall not exceed step 13, of grade 13.

Upon completion of the Program, or within no more than six (6) months thereafter, the appointing authority shall have placed each successful participant in a management position (at least grade 15).

It is the intent of the Program that interns shall fill existing positions, which are expected to be vacated as a result of promotion and/or attrition within his/her own Department's allotted FTE's.

#### One-Time Reinstatement Rights

Participants who do not successfully complete the training assignment, or an act of the Legislature which might negatively impact upon the program, shall be immediately returned to his/her former grade, step and position or one of comparable grade and pay. The alternative of immediate reinstatement to a comparable position shall be used only in the event the duties of the former position necessitated a prompt new hire.

Successful interns, who do not receive a management level position upon completion of training, shall have immediate reinstatement rights. (However, placement to the new management level position shall be made within no more than six (6) months of completion of the program).

If for any reason it is necessary for the MIP participant to return to his/her former position, he/she will return to the pay and rights received in that former position. No pay protection will be provided from the grade 13 MIP intern position.

#### Pay Plan Rules

The Pay Plan Rules, as adopted by the Department of Administration shall apply to this Program, with the exception of:

Rule 5.00 Downward Adjustments (in its entirety)  
Rule 6.00 Reclassification (in its entirety)

Authority is granted for these exceptions by William S. Gosnell, Administrator, State Personnel Division, in accordance with the Pay Plan Rules, which provides:

"Exceptions to these Rules may be allowed only by the Administrator of the State Personnel Division."

(This Pilot Program is designed for each candidate to receive the same rate of salary, or an increase, but shall not receive a salary reduction, unless the present rate of pay exceeds the maximum of step 13 of grade 13, as stated above.

#### The Effect on Current Positions

For the duration of the Program, the employee may perform duties of "previous" positions on a part-time or half-day basis, if required; however, overworking or overdelegating to the intern is discouraged. The intern should be provided the opportunity to put classroom instruction into practice whenever possible. The question of how these duties may be assumed must be approached individually by each Department. The Office of Budget & Program Planning will work with departments on a case by case basis. Some alternatives could be:

- Duties assumed by other employees within the agency/department, as the need arises.
- If an FTE is available within the agency, the position could be filled with a temporary employee.

Intern one-time reinstatement rights shall prevail.



#### MANAGEMENT INTERN

Under close supervision receives training in and participates in a variety of activities involved in managing a program or work unit within an agency. May serve as a lead worker on a project basis.

#### ILLUSTRATIVE EXAMPLE OF WORK

Participates in the development of budgets and program plans and priorities for an agency and may be involved with program evaluation; conducts special studies and projects in order to develop policies and procedures, solves special problems and/or provides staff support for a program; participates in the personnel process by recommending courses of action in such things as hiring, performance evaluation, staffing changes and/or classification; participates in and learns about various support functions such as accounting, purchasing, data processing, systems development, record keeping and performance analysis.

#### REQUIREMENTS

**KNOWLEDGES:** Some knowledge of the principles and practices of public management; office management practices; research techniques; supervisory practices and techniques.

**ABILITIES:** Ability to organize and direct various projects and events; to analyze and evaluate facts and circumstances in order to recommend a course of action; to establish and maintain effective working relationships with employees, other agencies and the public; to communicate effectively verbally and in writing.

The above knowledges, skills and abilities are typically acquired through a combination of six (6) years of post-secondary education and relevant work experience. One (1) year of relevant experience shall be equal to two (2) years of that education.

*The examples of work identify the major duties of this class and do not identify all duties performed by positions in this class.*

V. BUDGET

Proposed Budget

<u>DESCRIPTION</u>	<u>FEDERAL</u>	<u>LOCAL</u>	<u>TOTAL</u>
<b>1. PERSONNEL</b>			
25 Interns, G13, S1 25% (\$3,372 each)	\$84,306	\$84,306	
Chief, Employee Relations Bureau 50%	10,231	10,231	
Administrative Officer 50%	7,715	7,715	
EEO Supervisor 25%	3,687	3,687	
Administrative Aide 25%	1,979	1,979	
Administrative Asst. (100%)	<u>8,596</u>	<u>8,596</u>	
Subtotal	\$116,514	\$116,514	
Fringe Benefits (14%)	<u>16,312</u>	<u>16,312</u>	
Total	\$132,826	\$132,826	
<b>2. TRAVEL</b>	\$ 200	\$ 200	
Total	\$ 200	\$ 200	
<b>3. CONTRACTED SERVICES</b>			
Contracting with instructors, use of room facilities	\$ 8,000	\$ 8,000	
films, slides and instruction materials	1,000	1,000	
testing supplies, printing and misc. costs	<u>800</u>	<u>800</u>	
Total	\$ 9,800	\$ 9,800	
<b>TOTAL COST</b>	\$10,000	\$132,826	\$142,826
<b>FUNDING</b>			
Federal Grant	\$10,000		
Participating Agencies	\$96,109		
PSE Title VI	\$ 9,799		
Personnel Division	<u>\$26,918</u>		
<b>TOTAL FUNDING</b>	\$142,826		

## VI. CANDIDATE SELECTION

Upon announcement of the Program, Department Directors will be asked to identify each Department's specific management needs to gain perspective on management requirements in State government. This information will be used in designing the training curriculum, and in the selection process as described below.

### Eligibility

This program is open to all State employees, within the Executive Branch of State government, and one employee each from the Association of Counties and the League of Cities and Towns, regardless of race, color, age, sex, religion, national origin, political beliefs, or marital status.

Not more than 25 persons will be selected to participate. This may include the following:

- A. One or more employees from each Department within the Executive Branch unless a request for exemption is approved by the Governor or his designee.
- B. One employee each from the Association of Counties and the League of Cities and Towns.
  1. In the event either or both do not participate, those positions may be filled with State employees from the Executive Branch.
- C. Determination as to which Departments may have more than one candidate shall be based on desire, size, established needs and/or priorities.
- D. Applicants shall apply by completing the MIP application form and submitting it to their Department Director.
- E. Applicants must meet the minimum qualifications as set forth in the Management Intern Class Specification.
- F. Applicants may reside anywhere within the State of Montana. Departments shall be responsible for travel and per diem of participants for required MIP purposes.
- G. The applicant's present position shall not necessarily be a determining factor in selection. Overall potential and qualifications shall be considered.

### Selection

Initial selection shall be accomplished within each participating Department by an internal selection committee responsible for reviewing MIP applications, and conducting interviews. The Personnel Division has provided the Departments with a brief orientation on selection criteria for candidate screening and selection. (Additional technical assistance may be provided by the Personnel Division, upon request). The internal committee shall select not less than three (3) nor more than five (5) applicants, per intern position, for the final screening and selection process. Exceptions to this requirement may be granted if essential.

Final selection shall be accomplished by measuring the potential ability to perform management tasks, applicant screening and personal interview.

The final selection committee shall consist of:

- One representative from the Personnel Division.
- One representative at large, from the business community, not employed by or under contract with the State.
- One personnel officer, from any Department within the Executive Branch, selected by the Personnel Network.
- One representative from the Interdepartmental Coordinating Committee for Women (ICCW).
- One rotating representative from the candidates' sponsoring Department.

## VII. RESPONSIBILITIES

### Governor's Office:

- The Governor's Office shall announce the MIP and follow-up with timely press releases.
- Executive Office staff with responsibilities for Departmental functions in the categories of administration, human services, environment and energy, and the budget, will coordinate closely with the Personnel Division and the participating Departments.

### Participating Departments:

- The Departments shall encourage and solicit interest in the Program.
- The Departments shall initially select not less than three (3) nor more than five (5) applicants. Exceptions to this requirement may be granted if essential.
- Departments shall provide support in the form of salaries and fringe benefits. This shall include travel and per diem, if applicable, and availability of time to the selected intern(s).
- Upon completion of the Program, or within no more than six (6) months thereafter, the appointing authority within the Department will have placed the intern(s) in a management position(s) (at least grade 15).
- The Departments shall recommend a schedule of on-the-job training to correspond with classroom training to be reviewed by the MIP Committee (See page 11).
- The Departments shall provide individual evaluations to the Personnel Division for each intern(s) performance during the departmental on-the-job training section of the Program.
- The Department shall notify candidates in writing of their acceptance or rejection and shall keep all applications for a period of two years.
- The Departments shall forward a list of all applicants to the Personnel Division for record keeping purposes.

### Personnel Division:

- The Division shall provide technical assistance to the Departments upon request.
- The Division shall coordinate and be responsible for the final selection process.
- The Division shall develop and/or contract for final selection tools, curriculum, instructors, schedules, facilities, monitoring and evaluation.
- The Division shall accomodate the individual training needs of the Departments and/or interns whenever possible.
- The Division shall provide candidate performance and Program evaluation reports to Department Directors.
- The Division shall notify candidates in writing of their acceptance or rejection.

## VIII. CURRICULUM

Participants will be involved in extensive University level classroom instruction combined with on-the-job training in his/her sponsoring Department and in central support functions. The course will be accredited and eligible participants will be given the option of receiving continuing education units by paying the required fee. All classes will be held in Helena.

### Proposed Timeframes

<u>DATE</u>	<u>TIME</u>	<u>GOAL</u>	<u>INSTRUCTOR</u>
5/1/78 through 5/5/78	4 hrs/ Day	Orientation of MIP, State Government Organization	In-house Resources
5/8/78 through 8/4/78	4 hrs/ Day	Public Administration	Consultants and In-house Resources
8/7/78 through 11/10/78	4 hrs/ Day	Rotating on-the-job training in the central support functions such as personnel, budget, accounting, etc.	In-house Resources
11/13/78 through 11/24/78	At Dis- cretion of agency	Independent Studies	In-house Resources

The following is a proposed curriculum. This will be finalized when the instructor is selected, and input is received from all participating agencies and/or other interested parties.

### MANAGEMENT INTERN PROGRAM PROPOSED CURRICULUM

#### MIP Orientation and State Government Organization Approximately May 1, to May 5, 1978

This first week of instruction will include a welcome from the Governor; an explanation of the Program with a question/answer period; an historical perspective of state government and executive reorganization; and an overview of current state government with emphasis on each Department's functions in relation to the total system.

Public Administration  
Approximately May 8, to August 4, 1978

I. Introduction to Public Administration

Survey of basic Public Administration components: theory, administrative technology, and problem solving. Theory: decision-making, organizational theory, Montana State Administrative Law, politics of the bureaucracy. Administrative technology: budgeting techniques, and personnel management. Problem solving: anatomy of a problem, program evaluation, solution oriented group consulting.

II. Public Personnel Administration in Montana

Modern approaches to public personnel administration with emphasis on factors which influence public personnel management such as collective bargaining, merit systems and social legislation. Montana's present personnel practices will be emphasized.

III. Public Budgeting and Finance

An in-depth study of public budgeting intended to provide the intern with knowledge of governmental budgeting methods such as Executive Planning Process (EPP), Program Planning, Program Planning Budgeting Systems (PPBS), zero-based budgeting, line item, and Management by Objectives (MBO). Additional management budgeting perspective vis-a-vis applied budgeting technique will be included. Also, the theoretical and practical problems of revenue systems will be investigated.

IV. Public Policy Making and Policy Analysis

An overview of public policy making and policy analysis. Emphasis will be placed on the manager's role in formulating, implementing, and evaluating public policy.

V. Organizational Theory and Practice

Traditional and contemporary organization theories: some consideration of alternative views of organizations. Attention will focus on innovation in organizations, conflict resolution, technology and administration, and politics and administration.

VI. Planning Theory and Practice

An overview of alternative theories and techniques of planning. Attention will focus on such areas as organizational planning, programmatic planning and personnel planning. Emphasis throughout will be placed on the managers role in the planning processes and on current planning practices in Montana.

VII. Public Administration

The intern will have an opportunity to synthesize the "parts" of Public Administration studied previously into a "whole." Discussion will focus on the inter-relatedness of prior course segments, and problems arising when various aspects of P.A. interface.

VIII.Managing the Human Resource (Suggested last two or three weeks of classroom instruction)

This workshop will provide the intern with a practical application of the management tools of delegation, motivation, leadership style, and communication.

NOTE: Each course will include theory and practical application.

Rotating Central Support Functions  
Approximately August 7 to November 10, 1978

Participants will be exposed to and spend an appropriate amount of training and/or work time in central support functions. These will include, but might not be limited to Personnel, Budget, Payroll, Data Processing, General Services, Communications and Purchasing, Labor Standards, Board of Personnel Appeals, Job Service and Human Rights. If there is a need for additional training, education or practical experience segments, time frames will be adjusted. Department and/or participant's needs will be accommodated whenever possible.

Independent Studies  
Approximately November 13, 1978 to November 24, 1978

The interns will conduct independent studies within their sponsoring Department to familiarize themselves with pertinent laws, regulations, policies necessary for their performance in the management position. The need for the areas of study will be identified by each Department.

## IX. EVALUATION

### Of the Intern

Progress of the intern shall be measured by instructor assessment and individual evaluation.

### Of The Program

This Program shall be monitored during and after its completion to assess the level of success and/or implement recommended modifications. Evaluation shall be ongoing as candidates are placed in management positions. It is planned that a statewide performance evaluation system shall be developed by the end of the first MIP. This statewide system shall be used by the Departments to evaluate the performance of MIP graduates as they assume management positions. These evaluations shall be compared to evaluations of managers performing like duties to assess the worth and value of the MIP. Evaluations shall also be beneficial in projecting future needs.

### Conclusion

A thorough Program evaluation cannot be accomplished until sufficient time has elapsed to monitor performance of the MIP graduates. Therefore, the evaluation shall be conducted six months from placement of the intern by the applicable Department. Evaluation results shall be tabulated and submitted to Department Directors, the Governor, and other interested parties.

Depending on the evaluation and success of this first program, it is anticipated that the approach and similar programs shall eventually be integrated into a total personnel system of training.

## XI. TIMETABLES (Proposed)

### CANDIDATE SELECTION

2/6/78	Announcements
2/8/78	Distribution of MIP Applications
2/10/78	Contact Department Heads for Input on Management Needs
3/3/78	Deadline for Applications
3/6/78 through 3/17/78	Initial Candidate Selection
3/20/78	Testing of Candidates Selected Within Departments
4/17/78 through 4/26/78	Final Candidate Selection

### CURRICULUM

5/1/78 through 5/5/78	MIP Orientation and State Government Organization
5/8/78 through 8/4/78	Public Administration (Classroom)
	Report to Directors
8/7/78 through 11/10/78	Rotating Central Support Functions
11/13/78 through 11/24/78	Independent Studies
11/27/78 through 12/8/78	Final Report and Preliminary Evaluation
5/1/79	Final Placement
8/15/79	Final Evaluation



MANAGEMENT INTERN PROGRAM  
Course Syllabus

Course Instructors: Donna Schmidt  
Cinda Purdy

Section I: Course introduction and preparation for effective participation.

- May 8: Introduction of participants and instructors.  
Course details, syllabus, projects, texts, etc.  
Group discussion of expectations.  
Goals of training.
- May 9: Personal standards of management.  
Work standards.  
Time management.
- May 10: Establishing personal career goals.  
Defining training needs.  
Relate to MIP course.
- May 11: Management responsibilities.

Section II: Organizational Theory and Public Administration.

- May 12: Introduction to organization theory: historical review.
- May 15: Modern organizational theory.
- May 16: Organizational communication.
- May 17: Organizational communication continued and case studies.
- May 18: Introduction to Public Administration  
William S. Gosnell, Administrator, Personnel Division
- May 19: Public Administration continued.
- May 22 - May 23:

This portion of the program will extract from the theories discussed the previous week, specific skills and techniques required of successful managers. Several exercises examining intern's task vs. people orientations, leadership skills, interpersonal skills, etc., will be administered. Participants will evaluate their own managerial qualities in order to maximize their effectiveness.

- May 24: Individual Management Model: Managerial style is not "right or wrong." After an analysis of various organizational theories and an evaluation of skills, every participant will begin to define the managerial style most effective for him/her.

- May 25: Political Influences on Public Administrators.  
Guest speakers to be announced.
- May 26: Federal Influences on Public Administrators.  
Guest speakers:  
Judy Carlson, Special Assistant, Governor's Office  
Pat Melby, Director, SRS
- May 29: Holiday

Section III: Management Skills and Planning Theory.

- May 30: Introduction to Management by Objectives.  
1. What is management by objectives?  
2. Prerequisites for MBO.  
3. The language of MBO.
- May 31 - June 20: Setting Goals and Objectives.  
1. How to establish effective objectives?  
2. Organizational objectives.  
3. Department objectives.  
4. Program objectives.  
5. Individual objectives.
- June 5 - 9: Action Planning.  
1. Small group discussion.  
2. The need for action plans.  
3. Developing an action plan.  
4. Managing responsibility/clarifying authority.  
5. Implementation.  
6. Review and appraisal.
- June 12: Resistance to Change.  
Evaluating Training Needs. Guest speaker TBA.
- June 13 - 20: A discussion of the important components of leadership and supervision including:  
1. Communication with the public: Dr. Robert Wambach, Director, Department of Fish and Game  
2. Judgement.  
3. Stress tolerance.  
4. Information gathering. Guest speakers TBA.  
5. Decision-making.
- June 21 - 23: Communication and Public Relations.  
1. Written and oral communication.  
2. Communication with the legislative branch. Guest speaker TBA.  
3. Importance of effective public relations.

Section IV: Policy Making and Policy Analysis.

- June 26 - July 5:
1. Problem solving.
  2. Policy formulation.
  3. Policy evaluation.
  4. Influence of Montana laws and regulations. Guest speakers TBA.
  5. Legal Influences. Guest speakers TBA.
  6. Public Involvement Systems. Dr. Robert Wambach, Director, Department of Fish and Game

Section V: Personnel Administration.

- July 6 - July 19:
1. Interpersonal Relationships.
  2. Montana laws and systems.
    - a. Affirmative Action/EEO: Guest speakers TBA.  
Human Rights Division
    - b. Personnel Policies and Systems: Guest speaker TBA.
    - c. Merit System/Classification: Guest speaker TBA.
    - d. PERS/Worker's Compensation: Guest speakers TBA.
    - e. Labor Relations/Collective Bargaining: Guest speakers TBA.
    - f. Employment Security/Labor Standards: Guest speakers TBA.
    - g. Legal liabilities of public employees: Guest speaker TBA.

Section VI: Budgeting and Finance.

- July 20 - 28:
1. Needs Analysis.
  2. Theoretical and practical problems of revenue systems.
  3. Applied budgeting techniques.
  4. Montana laws and systems.
    - a. Budget: Guest speakers TBA.
    - b. Program Planning: Guest speakers TBA.
    - c. Legislative Fiscal Analyst/Legislative Auditor. Guest speakers TBA.
    - d. Statewide Budget and Planning System: Guest speaker TBA.

Section VII:

- July 31 - August 4:  
Review and conclusion of course.  
Final project due.

Testbooks used during this portion of the training:

Management by Objectives  
by Anthony Raia  
Scott, Forseman and Company

Complex Organizations  
by Charles Perrow  
Scott, Forseman and Company

Interpersonal Conflict  
by Joyce Frost and William Wilmot  
Wm. C. Brown Company Publishers

The Successful Supervisor in Government and Business  
by William R. Vandesa  
Harper and Row Publishers

## POTENTIAL COURSE PROJECT

1. If the future position of the MIP participant has been identified, the participant would be responsible for developing a handbook outlining the position's responsibilities. This handbook would function as a definitive outline of the position including identification of statutes that influence the job, an out-work schedule, key contact areas and contact personnel, source information on all relevant materials such as forms, reports, etc. (This would include where material comes from and who it goes to) and any additional resource material. The handbook would also include a detailed discussion of the position's responsibilities and duties and an examination of the position as it relates to the Department as a whole. The final portion of the report would be comprised of an analysis of the process and value of the responsibilities and duties, a discussion of legislative, administrative and department goals and recommendations the intern has for improving his/her new position.
2. If the future position is unknown the MIP participant has three projects to choose from:
  - A. Participant would work directly with the department head or his/her immediate supervisor on developing and implementing a new program or revising current procedures for more efficient and effective management. Possible projects include developing a management by objectives program, redefining employee responsibilities for more efficient and effective administration, staffing review, training review, etc. The project should be recommended by the supervisor with the understanding that upon completion it will be implemented.
  - B. Participant would develop a detailed organizational chart for his/her department. The chart would reflect current administrative structure from the department head to the clerical workers. Following the development of the chart, the participant would discuss successful structures as well as potential or existing problem areas. The final section of the report would be comprised of a recommendations section which would include a discussion of potential revisions and their advantages and disadvantages.
  - C. Participant would develop a chart relating his/her department to state government as a whole. The chart would be accompanied by a paper discussing which departments affect or influence his/her department and the extent of the influence, the potential effects of legislation, political factors and goal conflicts.
3. Participants and supervisors may jointly offer alternatives to the above recommendations.

Time Frame: All projects must be developed in conjunction with the participant's supervisor and the course instructors. We are available for and encourage joint meetings during the planning stage. The project must be finalized and approved by the sixth week of the program and will be due the final week of instruction, i.e. July 31-August 4.

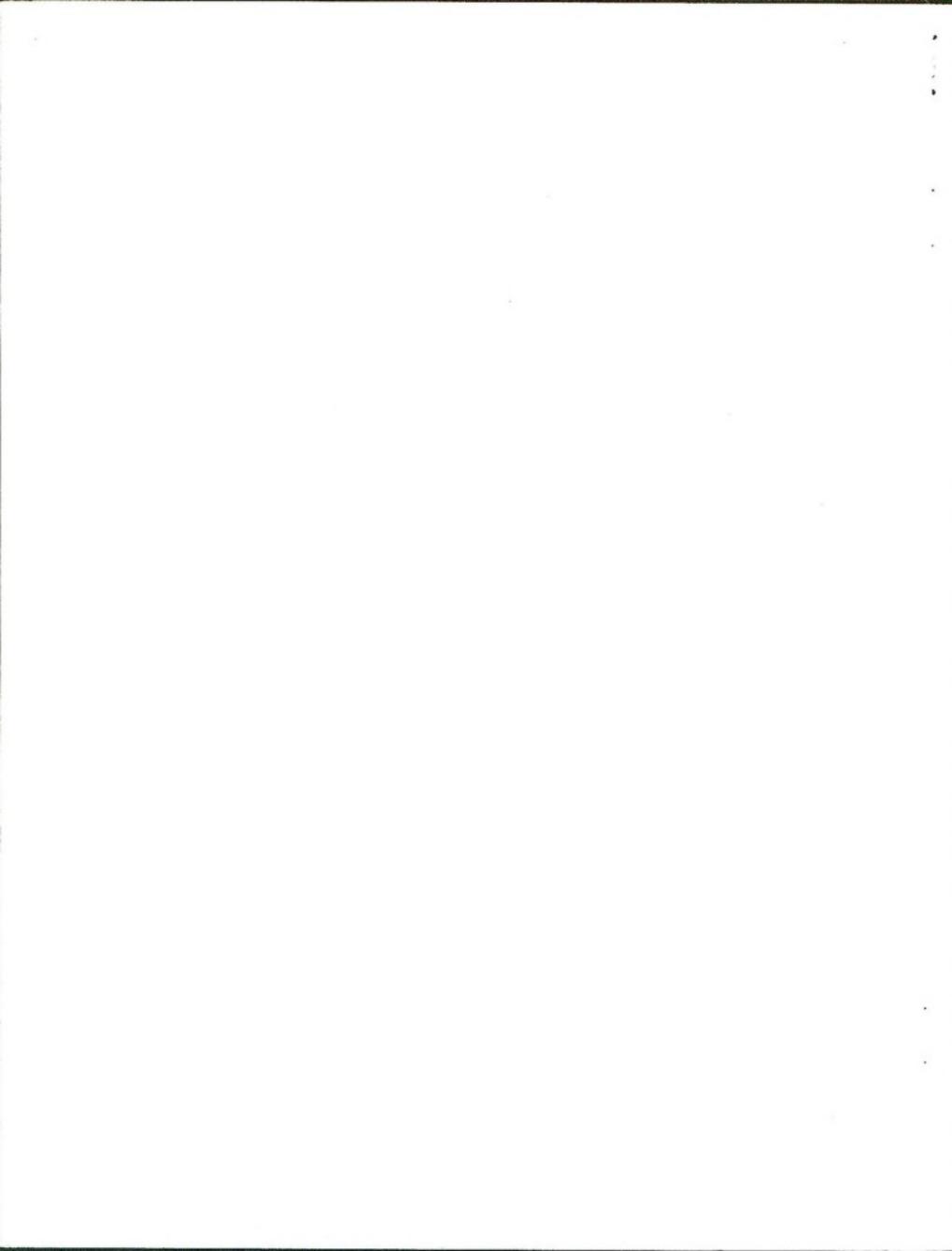
Potential Course Project (Continued)

Evaluation: Projects will be evaluated jointly by the supervisor and/or department head and the course instructors. The criteria for evaluation will be determined by the original goals the intern established. Projects will be scored by the degree to which the intern accomplished these goals.

RESOURCE PERSONNEL UTILIZED  
MIP Program - 1978

(In Order of Appearance)

1. Bill Gosnell, Public Administration
2. Harold Frysle, The Influence of Local Governments
3. Keith Colbo, Political Influences
4. Judy Carlson, Political influences; The Influence of Federal Government
5. Ted Schwinden, Political Influences
6. Pat Melby, The Influence of the Federal Government
7. Dick Whitmore, Assessing Training Needs
8. Dr. Robert Wambach, Public Involvement; Communication
9. Ron Semple, Relationships with the Press
10. Roger Linnell, Automated Data Systems
11. Mike Meldahl, Automated Data Systems
12. Joan Uda, Tim Meloy, John Hollow and Dave Stiteler, Administrative Law Panel
13. Sandra Muckelston, The Use of Legal Counsel
14. Larry Nachtsheim and Jon Prebil, PERS
15. Mike Young, Legal Liabilities of Public Employees
16. Clarette LaSalle and Mark Gerig, Personnel Policies and Procedures
17. Leroy Schramm, Tom Gooch, Bob Jensen and Tom Schneider, Panel, Labor Relations and Collective Bargaining
18. Joyce Brown and Ray Brown, Affirmative Action/EEO/Human Rights Division
19. Moody Brickett, Employment Security Division
20. Dick Kane and staff, Labor Standards Division
21. Dick Lewis and John Fitzpatrick, Budget and Program Planning
22. Norm Grosfield, Workers' Compensation
23. George Bousliman and Dick Franz, Office of Budget and Program Planning
24. Jim Silberberger, Merit System
25. Mark Cress, Classification
26. Morris Brusett and John LaFaver, Questions and Answers regarding Legislative Fiscal Analyst and Legislative Auditor
27. Nancy Rockwell, Her Role as a Director's Assistant
28. Cliff McKay, Relationships with Native Americans
29. Gary Blewett, MBO in State Government
30. Bob Donaldson, Working with Handicapped or Disabled Individuals
31. Bob Marks, Relationships with the Legislature
32. JoEllen Estenson, Relationships with the Legislature
33. Lois McBride, Relationships with the Press
34. Ed Nelson, Proposition 13 and Taxation in Montana



MANAGEMENT INTERN PROGRAM  
Rotating Training  
August 14 to November 10, 1978

Vacation August 7 - 11, 1978

I. Budgeting - August 14 and 15, 1978 (8:00 to 5:00, both days - Personnel Conference Room)

- Building a budget
- Budgeting Systems (EPP, ZBB, Etc.)
- Budget Cycle
- Supplemental and Budget Amendments
- How to monitor and control a budget

TO COMPLETE THIS TRAINING:

To supplement the presentation by Bill Gosnell on the budget, a letter will be sent to each Department Director requesting that the intern be allowed to be involved in the budgeting process. The suggested involvement will have the intern reviewing the following: the departments' requested budget submitted to OBPP; the Governor's recommended budget to the legislature; and the Fiscal Analyst's recommended budget. It is also recommended that the intern attend the Department's budget hearings before the legislative committees.

II. Policy Development - August 21, 22, 23, 1978 (8:00 to 5:00, all three days, Personnel Conference Room)

- How executive policy is formulated
- How executive policy is disseminated
- Policy analysis and decision making
- Regional policy making and impact
- External Forces

III. Personnel Administration - September 18, 19, 20, 21, 22, 1978 (8:00 to 5:00, each day, Personnel Conference Room)

- 18 - Review of Affirmative Action Plans (4 hours)
- 18 - Human Rights - A case study (2 hours)
- 18 - Classification (2 hours and continued on the 19th)
- 19 - Classification (7 hours)
  - Managers Role and Responsibility in Classification
  - Procedures and Forms
  - Writing Job Descriptions and Job Structuring
  - How class specifications and minimum qualifications are established
  - How a position is analyzed (methodology)
  - Appeals - what role managers play during an appeal
  - Board of Personnel Appeals
- 19 - Pay, Fringes, Insurance (1 hour)
  - Salary Survey overview and results
  - Merit Increases
  - Health Insurance

- 20 - Recruitment, Interviewing Guidelines and Selection (8 hours)
  - Recruiting - in-house and outside
  - Different employment programs (CETA/CEP) available
  - Interviewing and Selection - what to look for, appropriate questions, keeping a record, probationary periods, orienting new employees
  - Merit System - testing, selection
- 21 - Discipline (2 hours) - Corrective and punitive discipline
- 21 - Counseling Employees with personal problems (2 hours)
  - The Employee Assistance Program
- 21 - Labor Contract Administration - Contract Grievance Exercise (4 hours)
- 22 - Blue Collar Plan (1 hour)
- 22 - Personnel Policies (2 hours) - Review of ARM-MOM (rule filing procedure)
  - Grievance - Proposed policy - Implications, Perspective
- 22 - Performance Appraisal (1 hour)

IV. Staffing Patterns and Work Distribution - September 27, 28, 29, 1978 (8:00 to 5:00, 27th and 28th - 8:00 to 12:00, 29th, Personnel Conference Room)

Workshop on scheduling work, assigning duties, alternative work patterns, trends in managing work and human resources, job enrichment, job restructuring, staffing pattern analysis. An in-house review of the staffing pattern analysis of the Department of Institutions.

V. Data Processing Orientation - Introduction to Computers - "A Management Resource" - October 2, 3, 4, 1978 (8:00 to 12:00, Personnel Conference Room)

- 2 & 3      Information processing "Management's Asset"
  - How data turns to reports
  - The data trail
  - The "Front-end System" control on data
  - Computers and how they work
  - Storage media
  - Systems today - Systems tomorrow
- 4            The Central Data Center Organization
  - Tour of the Data Center (ends 10:00 October 4)
  - Duane Wright IBM Hardware/Software - Their utilization/cost to managers in state government (2 hours)

VI. Payroll Personnel System - October 10, 1978 (8:00 to 12:00, Personnel Conference Room)

Interns will receive same orientation as Department Directors about the system.

VII. SBAS - October 11, 12, 1978 (Personnel Conference Room)

- 11 - How to use/read SBAS, Doyle Saxby/Rod Sager (8:00 to 5:00)
- 12 - Review of a user agency (8:00 to 12:00)

VIII. Program Planning and Analysis - October 16, 17, 18, 1978 (8:00 to 5:00, 16th and 17th, 8:00 to 12:00, 18th, Personnel Conference Room)

Concentration on techniques associated with program planning and analysis. Will include case studies as well as review of the Office of Program Planning.

IX. ASPA Workshops - October 26, 27, 1978 (Optional - cost picked up by departments)

- 26 - "Performance Evaluations that Work"  
Dr. Ronald W. Lundquist (\$30.00 - \$50.00 for both)
- 27 - "Management Techniques"  
Frances Voss, M.A. Communications (\$30.00)

X. Job Factor Analysis - October 31, 1978 (8:00 to 12:00, Personnel Conference Room)

Interns will analyze their new positions in relation to their Personal Profile taken at the beginning of training.

XI. Communication/Motivation of Your Employees - October 31, November 1, 1978  
(1:00 to 5:00, 31st; 8:00 to 5:00, 1st, Personnel Conference Room)

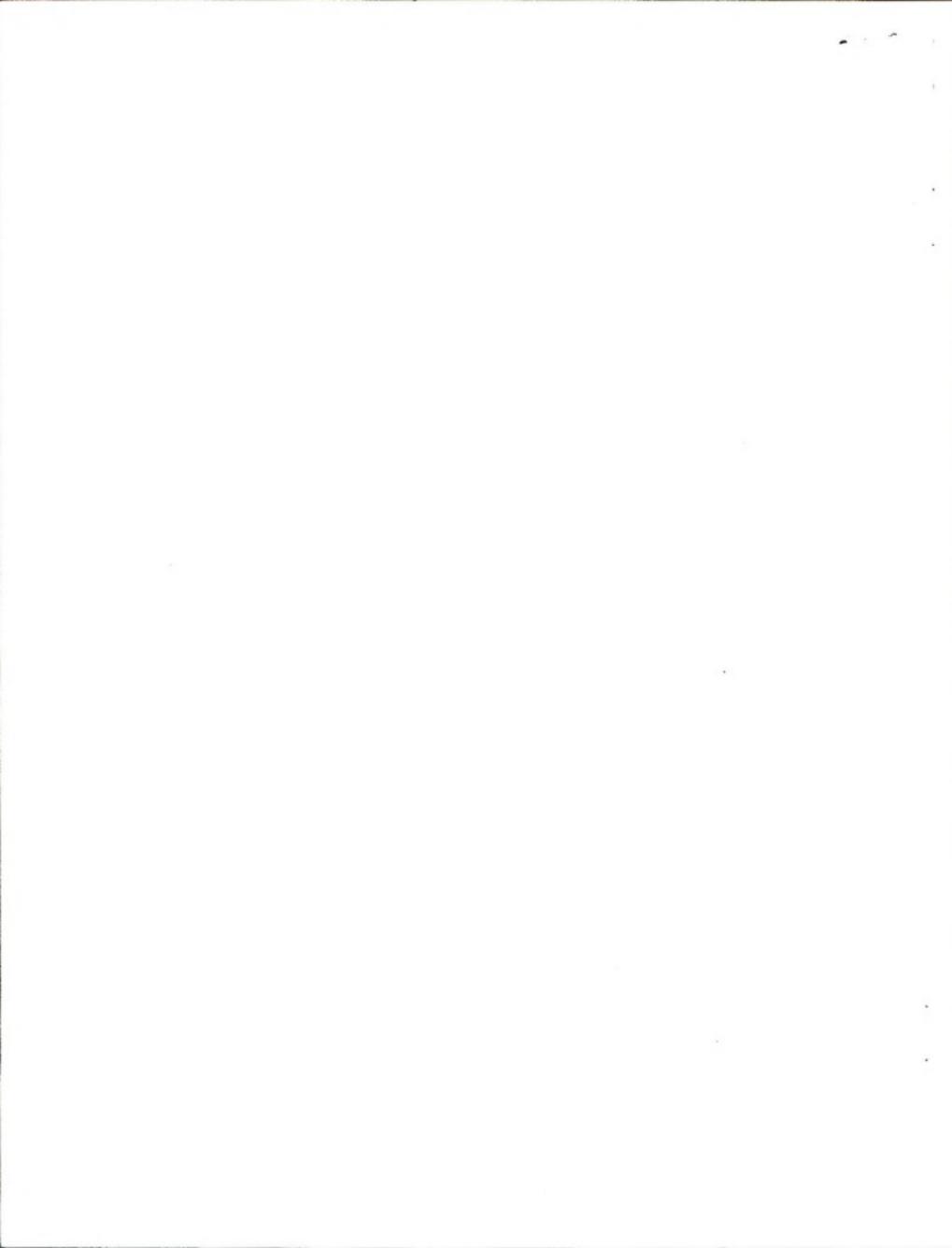
Communication emphasis will be placed on developing an awareness of individual communication styles; developing better listening skills; understanding the verbal and non-verbal barriers to effective communication, and communicating more effectively with co-workers. Emphasis will be placed on understanding and utilizing the different motivation techniques of which the supervisor/manager should be aware.

XII. Assertiveness in Communications for Managers and Supervisors - November 2 and 3, 1978 (8:00 to 5:00)

Designed for managers. Objectives include: differentiating between assertive, aggressive and non-assertive methods of communication as well as the consequences of each; understanding the appropriate use of assertiveness in interviewing, writing job descriptions, reviewing and evaluating, motivating and changing job-related behaviors, hiring and terminating; using a situation analysis/problem solving method; and understanding how to assertively set up success in managerial/supervisory situations.

To Work In:

Dean Hart - State Federal Coordinator - How does a state manager have an influence on legislation - external pressures, impact of politics.



STATE OF MONTANA  
MANAGEMENT INTERN PROGRAM  
INTERIM REPORT TO DIRECTORS  
September 12, 1978

The Management Intern Program was initiated in September, 1977, as a result of a request from Judy Carlson on behalf of the Governor to develop and implement management training for women having potential management abilities. The objective was to place these women in guaranteed management positions in State government through an intensive training program.

A review of the request by the State EEO Officer concluded that limiting this program only to women, could result in charges of reverse discrimination. Thus, the program was opened to all state employees.

The Employee Relations Bureau spent the next four months developing selection criteria and the training curriculum. In February, 1978, the program was introduced.

Originally introduction of this program was to be through the Governor at his February Cabinet meeting. However, shortly before the meeting, the eastern part of the State was stricken with severe weather conditions, requiring the Governor's immediate attention. Consequently, the Cabinet meeting was cancelled, and the program was introduced by letter from the Governor to all Department Directors, elected officials, the League of Cities and Towns and the Montana Association of Counties. Then the description of the program was distributed to all State employees. Peg Ralston, Chief of the Employee Relations Bureau, and Personnel Division Administrator, Bill Gosnell, met with many of the Departments to explain the program in detail.

Even though initially there was concern expressed about certain aspects of the program, such as a guaranteed position, it is now generally acknowledged that the training will be of significant benefit to the State of Montana. Following is a brief description of the Management Intern Program to date.

Interns and Their Selection

Approximately 250 State employees applied for the Management Intern Program. The first level of screening dealt with applicants meeting the minimum qualifications. Each Department then screened the number of applicants to approximately five or six candidates for each intern position.

These 81 candidates (39 women and 42 men) were given an In-Basket Test. The tests were scored by the Educational Testing Service in Princeton, New Jersey. Based on the test results, 38 candidates were selected for interview by the final selection committee.

The final selection committee was comprised of:

Peg Ralston, Project Director, Department of Administration, representing the Personnel Division.

Dick Gardiner, Administration Manager, IBM, representing the private sector.

Nancy Rockwell, Department of Fish and Game, representing the Governor's Interdepartmental Coordinating Committee for Women (ICCW).

Ralph Peck, Department of Agriculture, representing the Personnel Network.

A rotating member, which was the Department Director/Representative from each participating department as respective candidates were interviewed.

The 17 interns selected included 8 women and 9 men, representing 11 departments, the Lieutenant Governor's Office and the League of Cities and towns.

The Interns are:

Donald Artley, Division of Forestry, Department of Natural Resources and Conservation.

Sue Bartlett, Board of Personnel Appeals, Department of Labor and Industry.

Sandy Block, Centralized Services Division, Department of Institutions.

Don Campbell, Liquor Division, Department of Revenue.

J. Lee Cook, Lieutenant Governor's Office.

Jared Davis, Economic Assistance Division, Department of Social and Rehabilitation Services.

Shirley M. Farley, Gross Vehicle Weight Division, Department of Highways.

John Firebaugh, Wildlife Division, Department of Fish and Game.

Linda Fraser, Economic Assistance Division, Department of Social and Rehabilitation Services.

Sue Malek, Centralized Services Division, Department of Social and Rehabilitation Services.

Russell G. McDonald, Personnel Division, Department of Highways.

Patricia Moore, Personnel Division, Department of Administration.

Donna Muffick, Maternal and Child Health Services Bureau, Health Services Division, Department of Health and Environmental Sciences.

Walt Sylva, League of Cities and Towns.

Jerry Tavegia, Planning Division, Department of Community Affairs.

Jerome Wines, Consumer Affairs Division, Department of Business Regulation.

Russell Wrigg, Maintenance Division, Department of Highways.

Educational backgrounds of the interns vary. They include:

11 Interns - Bachelor's Degree

2 Interns - Master's (one with a Master's in Public Administration)

2 Interns - Two years of college

1 Intern - Three quarters of college

1 Intern - High school education

Ages of the interns:

Youngest - 25 years

Oldest - 45 years

Average Age - 32 years

Job levels from which the interns were selected:

3 Interns - from grade 11

4 Interns - from grade 12

3 Interns - from grade 13

5 Interns - from grade 14

2 Interns - not classified, from the League of Cities and Towns and the Lieutenant Governor's Office

### Classroom Instruction

May 1 to August 4, 1978

The first week of instruction focused on legislative awareness, with a general overview of State government. Governor Judge welcomed the interns on the first day. Other speakers during the week included Lieutenant Governor Ted Schwinden, George Bousliman, Professor Duke Crowley, John LaFaver, Morris Brusset, Jim Flynn and Diana Dowling. Enclosed is a detailed schedule.

The evaluation of this portion by the interns was rated very informative and applicable to the interns and their upcoming roles in State government.

Classroom training in Public Administration/Management began on May 8 and concluded August 4, 1978. The Personnel Division entered into a contract with DPS Communication Consultants (Donna Pentz Schmidt and Cinda Purdy) to conduct this portion of the training. The classroom instruction lasted 13 weeks, four hours per day (8:00 to 12:00), approximately 244 total hours. Emphasis during this training was placed on practical application, that is, this aspect of the training exposed the interns to the basic theory of public administration then discussion of practical application by resource people in State government, and finally how these aspects relate to the responsibilities of the intern's position.

Classes were held in Room 331 of the State Capitol, courtesy of Senator Cornie Thiesen. Enclosed you will find a copy of the course syllabus and the resource people utilized.

This part of the program was evaluated twice by the interns. The first evaluation of this training was completed June 5, 1978. At that time, 11 of the interns were very satisfied, five were for the most part, one was not satisfied. A second evaluation was conducted July 11, 1978. The majority of interns still rated the instructors good/very good. The resource individuals rated from good/very good to a few who were poor. A final evaluation of the classroom instruction by the interns will be conducted.

Progress of the interns during the classroom training shall be partially measured by the interns themselves and the instructor's assessment. Some consideration will be: motivation of the interns; evaluations of the projects; involvement/participation with the program; appraisal of the intern's written/oral products; and quality of the intern's self evaluation.

As with any new project, we have encountered some difficulties. It was suggested that perhaps there was a need for better integration of "lecture" material and the outside speakers. However, coordinating the resource people had to be done at the convenience of those asked to speak, as they were donating their time and expertise to this project. We feel DPS Communication Consultants did an excellent job organizing and conducting the classroom training. They are to be commended for their individual efforts and personal commitments to making the classroom training a success.

### Course Project

Each intern was required to complete a course project which was evaluated by the instructors. A copy of your intern's project is attached to this report. Projects submitted by the interns were:

Donald Artley, Natural Resources and Conservation: To develop a handbook or manual of operations for the Fire Prevention and Fuels Management Section of the Forestry Assistance Bureau, Division of Forestry. Since this section did not currently function to the full extent of this proposal, it was necessary to develop the complete structure and function of the section.

Sue Bartlett, Labor and Industry: A study of the functions assigned to the Department of Labor and Industry, in order to examine the existing structure and to determine if revisions in that structure would:

- a) improve delivery of services
- b) more clearly define lines of authority and responsibility
- c) minimize duplication of efforts and/or
- d) provide better coordination of programs

Sandy Block, Institutions: Development of a manual defining and describing the responsibilities and duties of the budget analysts positions in Management Services Division of the Department of Institutions. This report could serve as a basis for analyzing the need for an additional position, and/or clarify the responsibilities and authority of existing positions, and/or to utilize sections of the report as a training manual for new employees in these positions.

Don Campbell, Revenue: Establishment of an evaluation procedure and usable format for performance evaluations of the Liquor Division Store Managers. In addition, he also identified areas of training necessary to upgrade the store managers and recommended various forms of training.

J. Lee Cook, Lieutenant Governor's Office: Employment Analysis Project. An analysis of the position of Energy Administrative Assistant to the Lt. Governor. This includes monitoring Environmental Impact statements on Poplar River Coal-Fired Power Plants and Northern Powder Basin; to serve as the liaison between the Lt. Governor's Office and the Department of State Lands; to serve as the alternative energy contact person for the Lt. Governor's Office.

Jared Davis, Department of Social & Rehabilitation Services: A report entitled "A Four Stage Process to Identify, Assess, Implement, and Evaluate Job Satisfiers Within the Economic Assistance Division." These procedures would hopefully not only improve the workings within the Division, but also increase the job satisfaction for the individual employee.

Shirley M. Farley, Department of Highways: Development of a handbook for Assistant Administrator, Gross Vehicle Division, Department of Highways. (This will be Shirley's new position.) The handbook included duties, authority, interdepartmental relationships, statutes and rules, extra departmental relationships, recommendations and suggestions.

John Firebaugh, Department of Fish & Game: Development of a handbook outlining the responsibilities of his new position, Region Two Wildlife Manager. This includes:

- 1) A goal statement of the department and a brief overview of general responsibilities of the department.
- 2) Identifying statutes that determine the powers and duties of the department.
- 3) Identify key contact agencies and people with which to maintain effective working relationships.
- 4) Identifying responsibilities and duties of the Regional Wildlife Manager.

Jerome Wines, Business Regulations: Development of a mid-management position by identifying the duties and responsibilities of his new position, Assistant Administrator, Consumer Affairs Division. This included the research of pertinent statutes and rules, complaint procedures, statistical data, goals and objectives, and interjection of the new position within the departments organization.

Russell Wrigg, Department of Highways: Development of a handbook outlining in detail his new position as Assistant Administrator, Motor Pool and Equipment Division. The study encompasses the position description, position identification and position analysis which includes Legislative, Administrative and Department goals, and position improvement recommendations.

We would appreciate your comments on your intern's project. This is the only copy of the project, therefore, we are requesting that you return it by September 20, 1978, along with your comments. Please feel free to keep a copy for your files.

#### Evaluation

Evaluation of this program will be approached from two perspectives.

Evaluation of the Interns  
Evaluation of the Training

Evaluation of the Interns: As mentioned before, this evaluation will be partly measured by the instructors, and the course projects, and the intern's self-evaluation. We are working on a mechanism which could be utilized by the various department heads to evaluate their interns, after they are back on the job. Possibly the Performance Evaluation System we are developing now, and which will be "piloted" in the Department of Administration, could be the mechanism to be used.

Evaluation of the Training: This will be measured in part through the interns and their reaction to the program training, i.e., how do they feel about the program, and to what extent are they "satisfied customers." Department Directors will also be asked to give their observations about the program, their intern(s) and the training, at the conclusion of the training.

By reviewing these evaluations, we can later make an additional evaluation of the total Program. This will be done after the interns have been returned to their respective agencies and are operating in their new positions for at least six months. This final evaluation is to be completed by August 15, 1979.

#### Funding

The Management Intern Program is partially funded by a \$15,000 discretionary grant under the Intergovernmental Personnel Act of 1970. The Denver Region (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming) received \$102,000. Of this amount, \$30,000 went to Tribal governments. Of the remaining \$72,000, Montana's Management Intern Program was competitively selected from over 200 applications to receive a \$15,000 grant. The awarding of this money was based largely on the fact that it is the only one of its kind at the State level. Our office has received several inquiries from other states interested in implementing similar programs. The Management Intern Program has been selected as a demonstration project at the IPMA International Convention this November.

Linda Fraser, Department of Social & Rehabilitation Services: Researched and made recommendations for streamlining the work of Eligibility Technicians by improving the procedures of case management and the initial application process to the Economic Assistance Division for aid to dependent children and medical assistance.

Sue Malek, Department of Social & Rehabilitation Services: "Communications and the Public Organization." A study to increase professional knowledge of organizational communication concepts and structures with special attention to public organizations through:

- 1) Review of current literature and SRS rules.
- 2) Examination of communication processes within the State office of SRS through use of a questionnaire.

Russell G. McDonald, Department of Highways: Development in detail of a manual entitled Organization and Administration, Department of Highways, Personnel Division for use in the Department of Highways and inclusion in their Montana Operations Manual's, Volume III - Personnel Policies and Procedures. This manual includes responsibilities and authority, organization, and functions of the Division.

Patricia Moore, Department of Administration: To provide Legislators, the Governor, Department Directors, Personnel Officers and Personnel Division staff with a comprehensive overview or handbook of the functions of the State Personnel Division. Also, to describe the responsibilities and duties of her new position as Staff Assistant to the Personnel Division Administrator.

Donna Muffick, Department of Health: Formulation of organizational charts for the Bureau:

- 1) A chart for each of the five programs in the Bureau (designed for use by the Bureau and its employees).
- 2) One chart for the entire Bureau showing all programs (designed for use by the Bureau and its employees).
- 3) An organizational chart for public use.

Walt Sylva, League of Cities and Towns: Development of a handbook to explain the duties and responsibilities of the position of Health Planner #1 in the Health Planning and Resource Development Bureau, Hospital and Medical Facilities Division, Department of Health and Environmental Sciences. This study also explored the possible reasons behind the rapid turnover and developed some possible solutions to the problem.

NOTE: Since Mr. Sylva is not a state employee, we wish to thank Dr. Knight, Director of Health, for allowing Walt to work within his department on this project.

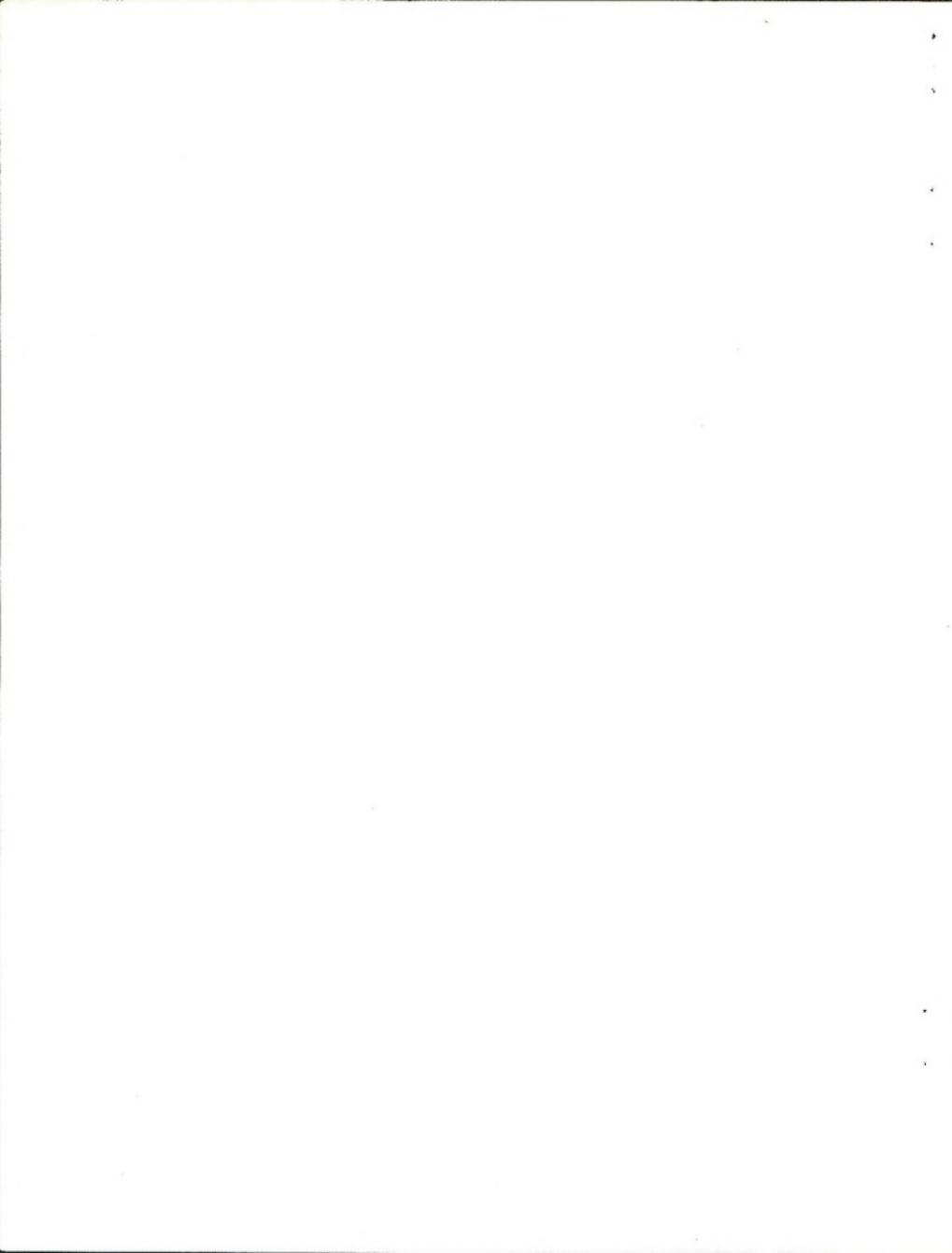
Jerry Tavegia, Community Affairs: Development of a comprehensive Agency Operations Manual for the Section 8, HUD Housing Assistance Program, as administered in Montana. As current Enrollment Officer, Jerry concentrated on the enrollment process. This manual will aid greatly in uniforming the agent's responsibilities in the enrollment process, and serve as an orientation guide for successive Section 8 Enrollment Officers.

### Conclusion

Nearly all of the interns are exceptionally well qualified and have demonstrated the sincerity to become effective managers within Montana State government. They recognize the responsibility placed upon them as the "pilot" class. The interns also recognize the unique training experience they have received in State government.

We are very pleased with the performance of the interns and the progress of the program. We certainly acknowledge that without the cooperation and support of the Department Directors this program could very well have never "gotten off the ground."

Should you have any questions about this report, or any portion, please feel free to contact M. Pat Estenson, Chief of the Employee Relations Bureau, or Patti Robinson at 449-3871. As always, any comments you may have are welcomed.





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